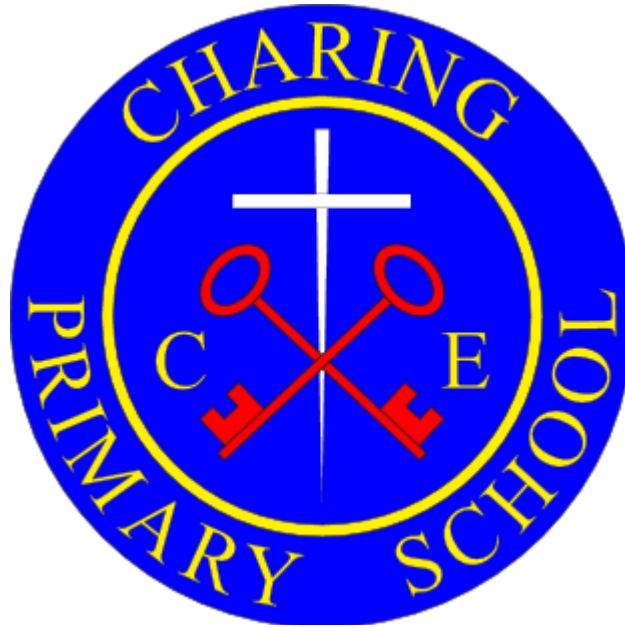


...those who hope in the LORD will renew their strength.

They will soar on wings like eagles; they will run and not grow weary, they will walk and not be faint.' Isaiah 40:31

connect | nurture | aspire | learn | excel | hope



Charing Church of England Primary School Parent/Carer Helpers Policy

Document Information	Date/source of Policy	Responsibility
Date of review	September 2019	EHT/SLT
Date of new review	September 2021	EHT/SLT

Our Vision - *As an inclusive community built on friendship and love, Christian values inspire us through faith in God and hope for the future. Everyone is empowered to recognise their God-given potential and to become lifelong learners. We work together to ensure we achieve our aspirations and encourage independence.*

Love Friendship Kindness Truth Hope

1 Introduction

All parents and carers are equally valued as part of our school community. Children's learning is improved when we work in partnership with their parents or carers, and their wider family. We therefore believe in close cooperation with all families, and in regular consultation between the home and the school.

2 Aims

Our aims through parental involvement are:

- to enhance the learning experiences of all pupils;
- to encourage parents and carers to be involved in the children's learning;
- to provide a partnership between home and school, seeking to ensure that families feel welcome and valued;
- to ensure that maximum use is made of all these adults' skills to enrich learning opportunities.
- To encourage parents and carers to develop and extend their own learning.

3 Involvement in the life of the school

School is open to parents and carers at all reasonable times, especially Walk in Wednesday.

Families are invited to regular events, activities and celebrations that are organised by the school. These occasions provide an opportunity to celebrate success, and a viewing public for a lot of the pupils' work.

Regular newsletters are sent home by email, and each family should receive a copy of the school prospectus.

Parents can view much of this written information on the school website.

4 Involvement in children's learning

Parents and carers can talk with teachers before and after school on an informal basis on most days.

Appointments to see a teacher or the SLT can be made through the school office, and can be set up for as soon as required in most instances.

There are opportunities for parents to have a formal discussion with their child(ren)'s teacher at the following times during the year, during the Autumn and Spring Term. Teachers value these opportunities to celebrate successes, review learning targets and listen to parental views.

An annual report on each child's academic and personal development is made available in the summer term. An acknowledgement slip is attached, and parents may request a meeting with the teacher to discuss the contents of the report.

Regular curriculum workshops will be organised to assist parents and carers in supporting their child(ren)'s learning.

Policy documents, schemes of work and National Curriculum guidance are readily available for parents and carers to view.

Curriculum letters are sent to each family at the start of each term, detailing the aspects of learning each child will undertake, and how families might support that learning, for example by visiting museums, galleries, websites, etc.

Home-school log books detail daily requirements for specific children.

Homework is given on a weekly basis. We value parental support regarding the completion of these tasks, many of which contain guidance for helpers.

Assessments as well as records of progress and achievement are also readily available, as appropriate, to each child.

Parents and carers can expect to be spoken to in a quiet, private area if there are any concerns regarding their child.

5 Types of help at school

Each term, through a letter from the head of school, we invite parents and carers to help in school.

Parents and carers are invited to help on a half-termly basis with groups and activities in class (e.g. listening to children read, or helping with practical activities).

Parents and carers offer valued support when they respond to invitations to accompany school groups on educational visits, including, in some instances, assisting with transport arrangements.

Parents and carers are invited, where possible, to visit classes and groups of children to give talks or demonstrations on areas of interest in which they are experts.

Occasionally the governors will seek parents, elected by other parents, to serve on the governing body. Parent governors represent the views of parents, for example when they feel that their children's special needs are not being recognised by the school.

We value the work of the PTFA at Charing. This body of parents and school staff works voluntarily to raise money for the school and provide a forum for discussion of issues related to the school.

Parents and carers are invited to participate in workshops and short courses on different curriculum areas to develop their own learning

6 Organisational arrangements

It is necessary to organise a personal background check with the CRB

(Criminal Records Bureau) on any person who will be working with children in school, prior to that person's involvement.

Insurance cover will be organised regarding parents' and carers' work at school, but those involved in transporting children in private vehicles will have to check their own insurance arrangements in this regard.

All helpers are asked to sign in and sign out of school when visiting, for security reasons.

All helpers working with children in class are asked to check the purpose and details of the activity, before commencement, by talking with the teacher.

All helpers are asked to inform the school, in advance if possible, should they be unable to attend school at a prearranged time.

All helpers will be reminded of the confidential nature of their work in school.

7 Consultation

Our some-school agreement, signed by pupils, parents and the school, details the responsibilities and expectations of all parties.

The school will make every effort to consult parents and carers, both formally and informally, about their views on school life, children's learning and new initiatives.

Parents or carers of a child with a disability are asked to keep the school fully informed about any relevant issues, so that the school can make all reasonable efforts to meet the requirements of that child.

The school values regular feedback, and will make every effort to act on parents' and carers' views, wherever possible. The visions and pupil roles are the core linked to the DFE.

Teachers (including the head of school) can be approached informally before and after school, and will always take careful account of any information forwarded to them.

Periodically the school will seek parental views more formally, through an annual survey, or a questionnaire on a particular theme.

The governing body produces a School Profile, which is updated yearly and is available on-line.

Also, if desired by a sufficient numbers of families, the governing body will hold an annual meeting at which issues of interest and concern can be raised by parents and carers.

After an Ofsted inspection parents and carers will receive a summary of the findings, and later on they will be sent a summary of the action plan written in response to the report.

8 References

This policy should be read in conjunction with the relevant passages in:

- the *School Standards and Non Negotiable* regarding adults working in school;
- the School Improvement Plan;
- the Equal Opportunities Policy;
- the Monitoring and Evaluation Policy;
- the school's expectation procedures.

9 Monitoring and review

The SLT and EHT will monitor the implementation of this policy, and will submit periodic evaluation reports on its effectiveness to the governing body.

This policy will be reviewed in two years, or earlier if necessary.